

BIBLIOGRAPHY

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Adviser: Rashid B. Lokines

ABSTRACT

This study looked into the existing human resource development program conducted by the different primary cooperatives in Atok, Benguet and the needs and strategies to improve the HRD program.

From the 17 operational primary cooperatives there were 66 respondents, consisting of thirty five (35) management staffs and officers and thirty one (31) members. Purposive random sampling has been used in selecting the respondents. The data gathered were analyzed and interpreted using percentage and descriptive analysis.

The results showed that a greater proportion of the respondents are 41 to 50 years old, female and married. All of the respondents were able to attend formal education thus they are literate enough to understand some operation of cooperative.

The respondents perceived that the cooperatives sometimes conduct human resource development program and activities due to budget constraints. Counseling is also fast becoming the disregarded among the different human resource development program. According to the respondents they need more training, seminars and other development interventions.



It is therefore recommended, that the different primary cooperatives should review existing guidelines and policies regarding human resource development program and related activities for maximum implementation to enhance quality of performance and career mobility of the employees and members. The cooperatives should sponsor seminar, trainings, and orientation and should supports and assist the members and employees to obtain advance educational attainment to improve organizational competence for effective and efficient performance. The education of the management staff, officers and members should be continuous because the members are the next officers of the organization.

The cooperatives should also provide counseling services and institutionalize career guidance for all the staffs, officers and members that would address problems on stress and other problems affecting the management staff.



INTRODUCTION

Rationale

Philippine cooperative code 2008, define cooperative as an autonomous and duly registered association of persons with a common bond of interest who have voluntarily joined together to achieve a lawful, common social or economic end and who contribute equitably to the capital required and accept fair share of the risks and benefit of the undertaking in accordance with universally accepted cooperative principles.

The success of a cooperative like any enterprise and large or small chiefly depends on the ability and efficient of the persons in its role. According to Sison (1991), an efficient organization does not only require proper selection but more on the effective training and development of its employee. The employees talents could be potentials for development unless fully utilized, they cannot contribute to increase productivity and quality service. Fajardo and Abella (1991) stated that human resource is the most powerful tool on development. In addition, according to Landicho-Evangelista et. al. (2008) as cited by Paredes (2010), the maximum utilization of human resource is the main purpose of human resource development.

The acquisition, utilization and development of financial, materials, technological and market resources which may be exhaustible are dependent on human resources. It is through the people that they can be both being harnessed and developed dissipated and lost. Man does or undoes what exists; man creates or by passes opportunities and scenarios; hence, people power is the most significant and potent factor of all the resources available to an organization. An organization may start with zero funding, but with creative, resources, hardworking and honest people, it becomes financially viable. On the other



hand, a plethora of financial and material resources in an organization may go down the drain if handled by an incompetent and dishonest staff (Martires, 2004).

Furthermore, Codeo (2006) found that some cooperatives in Atok, Benguet also found difficulty in recording due to lack of knowledge on bookkeeping, disorganized or in appropriate filing, and low educational attainment, and training of members and officers, inefficient leaders as well as non-implementing of policies.

Therefore this study was conducted to identify the needs and strategies to improve the human resource development program of the primary cooperative in Atok, Benguet.

Importance of the Study

The result of this study can be a basis for the cooperative in improving human resource development program and strategic planning for human resource development. It serves also a reference to the future researchers, students as well as readers who want to use the result of this study.

Statement of the Problem

The study aimed to answer the following questions:

1. What are the human resource development programs of the primary cooperatives in Atok, Benguet?
2. What are the needs and strategies to improve the human resource development program of the primary cooperatives in Atok, Benguet?

Objectives of the Study

1. To assess the human resource development program of the primary cooperatives in Atok Benguet; and



2. To identify needs and strategies to improve the human resource development program of the primary cooperatives in Atok, Benguet.

Scope and Delimitation

The research focused mainly on the assessment of the human resource development program of the primary cooperatives in Atok Benguet.



REVIEW OF LITERATURE

Human Resource Management

Human resource management is the art and science of acquiring, motivating, maintaining and developing people in their jobs in light of their personal, professional and technical knowledge, skills, potentialities needs and values and in synchronization with the organization philosophy resources and culture for the maximum achievement of individual, organizations, and society's goals. It deals only with people so that they managed the other resources within their domain responsibility efficiently and effectively (Martires, 2004).

Human Resource Development Program

Human resource development is a function of management that registers traces and insures individual progress through continued job proficiency, career growth and individual guidance. Competencies are upgraded and expertise is developed in this “broadening” phase of people management. Some traditionalists equate development with training reflecting a limited concept of the term “development” others interchange human resource development with human resource management (Martires, 2004).

Human resource development refers to all those educational, training, and developmental activities conducted by an enterprise. These activities have definite relationships to employee productivity. If human resource development activities are not aimed at increasing the effectiveness of work, it is difficult to think of what other objectives might justify the expenditures necessary for such activities. The sole purpose of HRD activities is either to enhance the value of HR activities is either to enhance the value of so



human resource assets or to make the talents and skills of people more effective in accomplishing enterprise objectives (Martires, 1988).

Monapa *et. al.* (1996) as cited by Paredes (2010) opened that the development of human resource is closely associated with employee training which is improving skills and or adding to the existing level of knowledge so that the employee is better equipped to do his present job to prepare him for higher position with increased responsibilities.

It is not enough that whatever knowledge and skills employees bring to their organization when newly hired are fully utilized. They should acquire additional capabilities for more responsibilities in their current and future positions. With assistance from management training prepares them for any shift in work that maybe undertaken within their organization or even outside (Martires, 2004).

Human resource development covers three programs namely: training/ education, career planning, organizational development and counseling (Martires, 2004). These programs and activities are done with an organization in order to improve the occupational competence of the employee, performance of personal growth for the purpose of improving the job, individual, and the organization (Gilley and England, 1989) as cited by (Dolipas, 2008).

Martires (1988) stated that training, career and counseling has a very important role in the organization in spite of its cost, developed individuals are investments that can be maximally utilized. Additional capabilities prepare workers for greater responsibilities.



Training and Development

Harvard Business Essentials (2002) stated that establishing the guidelines and policies regarding training and development is needed to define the training and development program. These guidelines answer pertinent questions such as: who is in charge of the training program; who selects training and workshops recipient; what are the criteria of selection; how are training needs assessed; and the like. Furthermore, formal trainings, mentoring services, and special assignments are helpful to enhance the productivity of the employee's. Investing financially to training and development is an essential step for the success of any training and development program for any organization to undertake. Moreover, managements' financial support is considered necessary from the training needs assessment, actual implementation, and training performance evaluation.

Martires (2004) stated that training and development is useful in many ways to help workers function more effectively in the job. Particularly, training focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hands focuses on building the knowledge and skills of organizational members so that they are prepared to take on new responsibilities and challenges (Jones and Goerge, 2003). The methods used in training and development include orientation, continuous orientation, formal or informal training progress.

Onagan *et. al.* (1973) as cited by Bengawen (2007) stated that to upgrade the success of the farmers' cooperative, continuous education and training should be implemented among members, holding of meeting regularly, frequent auditing and



implementing proper guidance for all members, also officers should be well oriented about the cooperative and management.

Punzalan (1999) as cited by Bengawen (2007), found in his study that the failure of a cooperative staff were among the common pitfalls which cause cooperative business mismanagement.

Importance of Training

Training increases the knowledge and understanding of cooperative members and officers on the principles, practices, and purpose of cooperative. It will impart to the employed personnel and volunteer workers of cooperative institutions, technical skills and efficiency in handling their jobs. The nature of education and training activities are pre-membership seminar, leadership training, and trainers training, but he/she had adequate qualifications based on their training exposure in cooperative development and lastly the management training especially bookkeeping, credit and social development and supervisory (Villanueva, 1981).

Fajardo and Abella (1991) stated that lack of adequate character and moral responsibility of management, inefficient management due to lack of basic understanding of the basic principles of operations, borrowing money under false pretenses, defective securities, heavy political interference with respect to collection of overdue loan, lack of adequate safeguards against unprincipled officers who granted loans to themselves and their families and friends, too much government financial assistance in proportion to the money of the association, lack also of democratic procedure in the election of officers, particularly the treasurer and lastly inadequate supervision, that's why it is a need to maintain the training



and education principle of a cooperative business. These are some reasons why cooperatives are dissolving.

Licudan (2003) stated that benefit of training can increase skills, ability, efficiency and productivity of their staff and officers, that consider the most effective tools in business and industry to bring out the best form of resources available that is the man, machine, materials and method. It also keeps employees updated to new ideas.

Effectiveness of Training and Development

Dolipas, 2008 stated that effectiveness of training and development is beneficial to both individual and organization. Companies that provide effective training gain the benefit of workers who are well versed in current standards and individual employees maintain their “employability”, and in some cases, advance to higher level. Training does not only develop the technical skill but also their team work skills and communication networks.

Chruden and Sherman (1984) further added that its generally been found that the benefits of training will far exceed the costs where the objectives to be met by training programs are clearly defined, and where the most suitable instructional techniques are used and where trainer motivation is high. Increase productivity and ability of the trainers to assume more responsible roles in the organization are the major benefits.

Furthermore, training is also useful in team environment because it helps develop communication, team management and functioning, leadership, and personality. The effectiveness of training is measured in terms of the application of what the learners have acquired during the training course (Sison, 1991).



Career Development (CD)

Career development according to Chruden and Sherman (1981) as cited by Azansa (2000) has been established in many organizations to enable employees to meet their needs for personal growth and development with the needs of organization. It is a process in which the employee career is planned, guided, and developed so that he/she may be derived outmost personal benefits and satisfaction from employment by being able to make use of his or her potentials, skills, and talents.

Career development includes career planning and management. Career planning encourages employees to accept ownership of and responsibility for their own growth while career management requires organization to provide the sources necessary for the success of career development Gilley (2002) as cited by Dolipas (2008). Career planning is the process by which the individual worker patterns and orchestrates his separates but related work activities to prepare him together with the organization to take greater job and personal responsibility for his future. He determines if the organization meets his expectation or if these are aligned with those of the former. He introspects if he is willing to blend both explanations. Therefore, career planning is the phase of human resources management that sets up paths along with the individual moves and progresses over time in the organization. The ultimate aim is to make individual accept responsibility for whatever he achieves (Martires, 2004).

Career development is a very important aspect of a person's life. The reason for this is that only when a person is able to develop the career will there be reward and benefits such as it reduce attrition of employees; provides equal employment opportunity; improves



the use of the employees, quality of the work life of employee, the organization itself and increase the skill of employees (Justin, 2010).

Effectiveness of Career Development

Career development mostly benefits the individual employees. The concern of Career development is the quality of work life of an employee with emphasis on self-actualization or doing work that is self-fulfilling (Chruden and Sherman, 1984).

Dolipas (2008) state that with the help of the organization, the employees must have a clear understanding as to the goals of the organization because any career planning done by the employee within the organization would be useless if it does not fit those of the organizations. Increasing the responsibility of the employee with appropriate training is job progression with skill improvement. It is a partnership between the employees and the organization because as the organization provides training opportunities the employee must also take it upon themselves to learn new materials. Moving talented and dedicated employees to higher responsibility and performance is another possible solution to problems on career development.

Career development however, creates a strong “bench” of people who will one day lead the company as technicians, proof essentials, managers, and senior executives. Furthermore, a reputation for career development can make the company attractive to potential recruits who are serious about building their careers (Harvard Business Essentials, 2002). The process of career planning is likewise important to the management as means of increasing productivity, improving employees, attitudes towards work, and developing worker satisfaction.



Organizational Development (OD)

Organizational development includes a series of change processes directed toward individuals, group or entire organization. These programs are directed toward the behavior of individuals or group, focusing on changes in attitudes, behavior and interactional patterns to increase problem solving ability, and the structure of the organization, aimed at changing tasks, structure relationships and other managerial practices and at improving organizational effectiveness (Dolipas, 2008).

Sison (1991) introduced several organizational development interventions aimed at changing beliefs, attitudes, values and structure to allow the organization to adopt better to new technologies and new challenges to increase organizational effectiveness. It increase the level of trust and support among organizational members and the incidence of confrontation or organizational problems both within groups and among groups, in contrast to sweeping problems under the rug; create an environment in which authority of assigned role is augmented by authority based on knowledge and skills; increase the openness of communications laterally, vertically, and diagonally; increase the level of personal enthusiasm and satisfaction in the organization; find synergistic solutions to problems with greater frequency; and increase the level of self and group responsibility in planning and implementation.

Counseling

Is the person-to-person relationship between a professional guide and client in which the former helps the latter solve his own problem, carried out in a one-to-one and mostly face-to-face relationship and not through a hired party using other communication media. The professional guide is the counselor or psychologist either employed in the



organization or in a counseling center in the community. The client is the employee who has a problem and who is assisted to find a solution to his problem (Martires, 2004).

The purpose of counseling is the provision to the individual employee the opportunity to talk freely about self, worries, hopes, desire, and experience to someone who is skilled in assisting the individual. Miranda and Miranda (1982) as cited by (Dolipas, 2008) summarized the importance of counseling both to the individual and organization. The employee counseling: a) represents a manifestation and concrete evidence of the company's interest. To the employee as an individual and as a worker; b) it is a venue where pent-up emotions are released just as nervous tensions are released; c) the individual is assisted in expressing his thoughts and thus established effective communication between employee and company; d) it provides the individual an opportunity to understand its role in the collective effort as part and parcel of the organization and lastly it makes him/her aware that he/she has rights and obligation as well.

Effectiveness of Counseling

Boyatzis and Burrus, as cited by Dolipas (2008), HRD depends on counseling from the formal training programs of performance appraisal system to the informal talks within the organization. Counseling serves as a catalyst for implementation. It is often an essential programmatic component on development training; mentoring or coaching activities; making assessment and feedback reports; giving employee's assistance; making career planning programs; having performance appraisal; career patching/ succession planning; providing incentive compensation and monitoring organization improvement. It could help the other members of the organization feel empowered; provide and solicit accurate and



timely feedbacks; stimulates and provoke conversation about new ideas, innovations improvements and development.

Miranda and Miranda (1982) mentioned that counseling is important therefore, because it could benefit the company in such a way that; a) it helps dissipate many complaints and grievances before they developed into serious labor troubles; b) it helps smooth out friction and antagonism that may exist among the workers themselves and thus foster a better relationships among them; c) it strengthens the relationship between supervisors and employees by removing imagined fears and doubts that impair good relations with each other; d) it could help in rehabilitating problem cases; e) it could help in reducing fast labor turnover, absenteeism and sickness due to emotional disturbances; and f) it could provide a better understanding of the objective and over-all functioning of the organization.

Results of Human Resource Development

Sison (1991) expressed that there are intangible benefits that a trainer acquires which broadens his outlook in life through his contact with society at large, boost his morale and motivation towards his works, and develop his pride to belong to his organization. This is including identifiable units such as improved psychomotor skills, knowledge and information gained and specific behavior patterns. It would be said that in order to be effective a person must have both ability and motivation to perform well. Previous training and technical competences seem to contribute to more effective and efficient performance.

Codeo (2006) also added that the problem related to the implementation of HRD programs of the cooperative that were rated as serious were; lack of human resource seminar of officers and staff, lack of properly trained cooperative educators, and lack of budget for



training. The cooperative allocated portion of their net surplus as CETF but it is usually not enough.

Factors of Success

Fajardo and Abella (1999) mentioned several factors that have been contributing to the success of cooperatives in the past. The following factors were based on a survey of successful cooperatives in the Philippines. Continuous training and education of the officers, members, and employees; appropriate and adequate organizational structures to cope with the varying and increasing needs of the cooperative members and the community; progressive and people oriented policies on services offered education, management, community development; presence of effective, honest, and dedicated cooperative and community leaders; active involvement and participation of the officers and members in the affairs of their cooperatives and their community; trust and confidence in the cooperative's officers; dependence on self-help process in achieving their programs and projects.

Conceptual Framework

There are several factors that affect human resource development program, among these include the persons involve, particularly the officers, staff and members; second is the human resource development program like education, training, counseling, career development, organizational development and other development activities attended and conducted by the cooperative whether these are needed by the officers, staffs and members or not; third is the needs and strategies to improve the human resource development programs of the cooperative.



The persons involved, specifically the officers, management staff and members have different needs and have different points of interest.

The impacts of human resource development programs to the officers, and staff enhance their creativity, more active and more innovative. It increases the skills, ability, efficiency and productivity of their staff and officers.

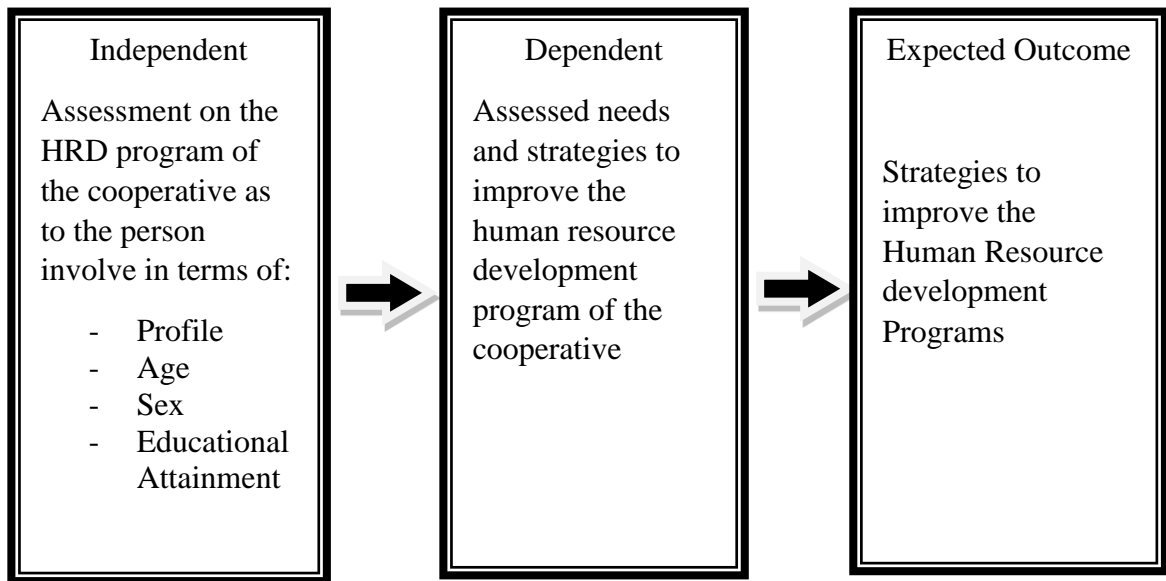


Figure 1. Paradigm of the Study

Definition of Terms

Primary cooperative- refers to the cooperatives whose members are the individuals or natural person.

Officers- refer to the Board of Directors, secretary, treasurer, education committee, credit committee, supervisory committee and other committees of the cooperative.

Management staffs- refers to the managers, bookkeeper, accountants and other employees of the cooperatives.

Members- are the general assembly or the owner of the cooperative.

Human resource- refers to the officers, staffs and members.

Human resource development- refers to all those educational, training and developmental activities conducted by the organizations.

Human resource development program- refers to the activities being used to upgrade knowledge and skills and improve attitudes of the employees. It includes the training and development, career development, organizational development and counseling.

Development- refers to the improvement and growth of the individual's human attitudes and personality traits.

Training and development- it is a process to developed or improved the attitude, knowledge, skills and behavior for the adequate performance of individuals to the given job or task.

Career development- refers to the activities provided by the cooperatives in by which individuals career is planned, guided and developed.

Organizational development- refers to the activities provided and planned to improve the organization.

Counseling- is a two-way communication process to assist the employees and members.



METHODOLOGY

Locale and Time of the Study

The research was conducted among the different primary cooperatives in Atok, Benguet. The data gathering was done from November to December 2011.

Respondents of the Study

The key respondents of the study are the officers, staffs and member of the different primary cooperatives. From the 17 operational primary cooperatives there were 66 respondents, consisting of thirty five (35) officers and management staffs and thirty one (31) members of the different cooperatives. Purposive random sampling has been used in selecting the respondents.

Research Instrument

Data were collected through the use of survey questionnaires, follow up questions were raised for clarification. The survey questionnaire was patterned after the study of Dolipas (2008).

Data Gathered

The data gathered were the human resource development program of the different primary cooperatives and the needs and strategies to improve the human resource development program.

Data Analysis

The data collected were analyzed using frequency and descriptive analysis.



The likert scale 1-5 was used to measure the perception of respondents on the existing human resource development program and activities; the needs and possible strategies recommended for improving the HRD program.

The human resource development program and activities provided by the cooperatives to the respondents.

| Numerical Value | Adjectival Descriptive |
|-----------------|------------------------|
| 1 | Never |
| 2 | Not Often |
| 3 | Sometimes |
| 4 | Often |
| 5 | More Often |

The possible strategies recommended for improving the human resource development program of the cooperatives.

| Numerical Value | Adjectival Descriptive |
|-----------------|------------------------|
| 1 | Not Favorable |
| 2 | Slightly Favorable |
| 3 | Moderately Favorable |
| 4 | Favorable |
| 5 | Highly Favorable |



RESULTS AND DISCUSSION

Position Occupied by the Respondents.

Table 1 reveals that out of 66 respondents, 31 were members, 11 were Board of Directors, another 11 or 17% composed of the following: manager, secretary, treasurer and bookkeeper and 2 or 3.03% are occupied by the officers of the different committees. This shows that a cooperative as an organization is composed of structures, represented by the general assembly which is the highest or most in number.

Profile of the Respondents

The general profile of the respondents in terms of age, gender, civil status, educational attainment, source of income and number of years as members in the cooperative were presented in table 2.

Age. Sixteen or 45.72% of the officer were within 41-50 years old, 22.86% were within 31-40 years old, 17.13% were 51-60 years old and only 14.29% were within the bracket of 20-30 years old.

Nine or 29.03% of the member respondents belonged to the 41-50 years old bracket, 8 or 25.81% belonged to the 51-60 and 20-30 years old bracket, 5 or 16.13% to the 31-40 years old, and only one or 3.23% to the 61 – 70 years old bracket.

This finding implies that the greater proportion of members and officers involved in the cooperative were at 41-50 years old. The average age of the officers and staff is 41 years old while 40 years old is the average age of members.



Gender. Majority (60%) of the officers and staffs were female and only 40% were male. For the members, majority (51.67%) was female and 48.39% were male. This implies that females are more interested or active in the cooperatives functions or activities than males.

Civil status. Most (77.14%) of the officers and staffs were married while 22.86% were single. For members, most (83.87%) were married, 12.9% were still single, and 3.23% were widow. This indicates that majority of the respondents were married.

Educational attainment. The data shows that 37.14% of the officers and staffs were college graduate and high school graduate. 22.85% finished elementary; and only 2.85%, achieved vocational course. For the members, 45.15% finished elementary; and the rest 25.81% members were college and high school level. Findings show that all the respondents attended formal education and are literate enough to understand the operation of cooperative.

Source of income. As to the source of income of officers and staffs –respondents, majority (70.97%) of them is farmers, 16.13% were businessman and 12.90% were employed. Most (87 %) of the members were farmers, 6.45% members are employed, and 3.23% were laborers. The results show that most of the respondents depend on farming as a source for their livelihood.

Number of years in the cooperative. The results shows that 17.14% of the officers and staffs had been with the cooperative for 2-3 and 5-6 years while 14.29% serve the cooperative for less than 2 years; 11.43% for 7-8 years and 2.86% for above 9 years.

For members 25.68% were involved in the cooperative for 2-3 years, 16.13% for 5-6 years, 12.9% above ten years, 9.68% less than 2 years and another 9.68% for 3-4 years and



6.45% are involved for 7-8 years. This findings show that a greater proportion of officers, staff and members were neophytes in the position.

Table 1. Position of the respondents on the cooperative

| POSITION ON THE COOPERATIVE | FREQUENCY | PERCENTAGE |
|-----------------------------|-----------|------------|
| Board of Directors | 11 | 17 |
| Staffs | 11 | 17 |
| Committees | 2 | 3 |
| Members | 31 | 47 |

Table 2. General Profile of the Respondents

| PARTICULARS | OFFICERS/STAFF | | MEMBERS | |
|------------------------|----------------|--------|---------|--------|
| | F | % | F | % |
| Age | | | | |
| 20-30 | 5 | 14.29 | 8 | 25.81 |
| 31-40 | 8 | 22.86 | 5 | 16.13 |
| 41-50 | 16 | 45.72 | 9 | 29.03 |
| 51-60 | 6 | 17.13 | 8 | 25.80 |
| 61-70 | | | 1 | 3.23 |
| TOTAL | 35 | 100.00 | 31 | 100.00 |
| Mean Age | 41.86 | | 40.9 | |
| Gender | | | | |
| Male | 14 | 40.00 | 15 | 48.39 |
| Female | 21 | 60.00 | 16 | 51.61 |
| TOTAL | 35 | 100.00 | 31 | 100.00 |
| Civil status | | | | |
| Single | 8 | 22.86 | 4 | 12.90 |
| Married | 27 | 77.14 | 26 | 83.87 |
| Widow | | | 1 | 3.23 |
| TOTAL | 35 | 100.00 | 31 | 100.00 |
| Educational attainment | | | | |
| Elementary | 8 | 22.85 | 14 | 45.15 |
| High School | 13 | 37.14 | 8 | 25.81 |
| College | 13 | 37.14 | 8 | 25.81 |
| Vocational | 1 | 2.85 | 1 | 3.23 |
| TOTAL | 35 | 100.00 | 31 | 100.00 |



Table 2. Continued...

| | | | | |
|---|----|-------|----|-------|
| <u>Source of income</u> | | | | |
| Farming | 22 | 70.97 | 27 | 87.00 |
| Business | 5 | 16.13 | 1 | 3.23 |
| Employed | 4 | 12.90 | 2 | 6.45 |
| Laborer | | | 1 | 3.23 |
| <u>Number of years in the cooperative</u> | | | | |
| Less than 2 | 5 | 14.29 | 3 | 9.68 |
| 2-3 | 6 | 17.14 | 8 | 25.68 |
| 3-4 | 3 | 8.57 | 3 | 9.68 |
| 5-6 | 6 | 17.14 | 5 | 16.13 |
| 7-8 | 4 | 11.43 | 2 | 6.45 |
| 9-10 | 1 | 2.86 | 0 | 0 |
| Above 10 | 1 | 2.86 | 4 | 12.90 |

Human Resource Development Programs and
Activities for Management Staffs
and officers

Table 3 reveals the frequency in training and development, career development, organizational development and counseling according to the management staffs and officers.

Training and Development

It reveals the total average of 3.302 have an equivalent description of “sometimes”. This could mean that the cooperatives sometimes provide HRD program and activities to the management staffs regarding training and development. The table revealed that two of them were often conducted, new and regular employees are oriented to the work, policies, and management of the organization and the cooperative sends off participants to seminars and workshops sponsored by outside agencies and organization. According to Dolipas (2008) orientation is beneficial to the employees because it provides new and regular employees an understanding of how the quality of their job performance contributes to the success of the organization. Sending participants of the cooperative to the seminars and



workshops is important to the development of the employees not only for gained knowledge but also for experience of interaction with other organizations. This could confirm Martires (2004) study that training and development is the most common HRD program carried out.

On other hand, sometimes the cooperative sponsor's seminars and training, and also the cooperative use training manuals, books or details of job description to help them perform a specific task or function, and supporting and assisting the employees to obtain advance educational attainment.

Table 3. Human resource development program and activities according to officers and management staffs

| PARTICULARS | FREQUENCY | |
|---|---------------|-------------|
| | Weighted Mean | Description |
| Training and Development | | |
| New and regular employees are oriented to the work, policies, and management of the organization. | 3.514 | Often |
| Sending off participants to seminars and workshops sponsored by Outside agencies and organization. | 3.514 | Often |
| The organization sponsors seminar and trainings. | 3.257 | Sometimes |
| The employees use training manuals, books or details of job description to help them perform a specific task. | 3.138 | Sometimes |
| Supporting and assisting the employees to obtain advance educational attainment. | 3.086 | Sometimes |
| Career Development | | |
| The management staff can plan their career path and direction in the organization. | 3.000 | Sometimes |
| The management staff can match their career path to the goal of the cooperative. | 3.357 | Sometimes |



Table 3. Continued...

| | | |
|--|-------|-----------|
| Placing employees in the right position or job. | 3.200 | Sometimes |
| Selecting potentials leader from the orientation. | 2.966 | Sometimes |
| There are interventions for employees to keep their career in perspective. | 2.577 | Not Often |
| Organizational Development | | |
| The goals and objectives of the organization are updated, revised and made responsive to the need and demand of times. | 3.273 | Sometimes |
| Monitoring and assessing progress of implemented plan of actions for development. | 3.294 | Sometimes |
| Considering possible causes and effects of the problems in the organization. | 3.235 | Sometimes |
| Implements interventions to make changes in the organization. | 3.118 | Sometimes |
| The cooperative has activities that surface in the organization. | 3.061 | Sometimes |
| Counseling | | |
| The organization... Helps resolve problems that Affect their life at work. | 2.829 | Sometimes |
| Assists management staff in resolving employee's disputes. | 2.771 | Sometimes |
| Provides Counseling on job related problem. | 2.667 | Sometimes |
| Offers personal counseling that deals with the moral, religious and social affecting the management staff. | 2.618 | Sometimes |
| Sponsors workshops on stress management, conflict resolution, and mental health topics. | 2.222 | Not Often |

| Legend: | Description |
|-----------|---|
| 4.21-5.00 | More Often- activity is constantly provided |
| 3.41-4.20 | Often- Activity is frequently provided |
| 2.61-3.40 | Sometimes- Activity is provided from time to time |
| 1.81-2.60 | Not Often- Activity is rarely provided |
| 1.00-1.80 | Never- Activity is not provided |



Career Development

The following activities on career development: planning the career path and direction of the management staffs in the organization, matching their career path to the goal of the cooperative, placing employees to the position or job and selecting potential leaders from the orientation are sometimes being conducted. The table also shows that interventions for employees to keep their career in perspective were not often being provided. This implies that career development should be institutionalized by the cooperatives because according to Justin (2010) career development is a very important aspect of a person's life. The reason for this is that only when a person is able to develop the career will there be reward and benefits such as it reduce attrition of employees; provides equal employment opportunity; improves the use of the employees, quality of the work life of employee, the organization itself and increase the skill of employees.

Organizational Development

The table shows that the activities regarding organizational development such as the goals and objectives are updated, revised and made responsive to the need and demand of times; monitoring and assessing progress of implemented plan of actions; considering possible causes and effects of the problems; implementing interventions to make changes in the organization and the cooperative has activities that surfaces in the organization are sometimes being conducted where in the cooperatives should locate the needs and change within the organization.



Counseling

The table also shows that the cooperatives sometimes conduct the following activities on counseling: helping resolves problems that affect the management staff assisting them in resolving employee's disputes, providing counseling on job related problem, offering personal counseling that deals with moral, religious, and social issues affecting the management staff. On the other hand, the cooperatives do not often sponsor workshops on stress management, conflict resolution and mental health topics. While counseling as Burrus and Boyatzis (1995) as cited by Dolipas (2008) initially maintained is fast becoming least priority in human resource development.

HRD Programs and Activities for Members

Table 4 displays the frequency of HRD Program and activities provided to members such as training and development, organizational development and counseling program.

Training and Development

The table shows that the cooperatives sometimes sponsor seminars and trainings and sends off members to seminars and workshops sponsored by outside agencies and organizations. On the other hand, the cooperative often orient new and regular members on policies and management of the organization through the PMES (pre-membership education seminar) which is a requirement for membership. In addition the cooperative do not often support and assist the members to obtain advance educational attainment due to budget constraints. The table also implies that the cooperatives sometimes provide training program to the members. The cooperative should provide continuous training and seminars to the members because they will be the next officers and staff of the organization.



Table 4. Human resource development program for members

| PARTICULARS | FREQUENCY | |
|---|---------------|-------------|
| | Weighted Mean | Description |
| Training and Development | | |
| New and regular members are oriented to the policies, and management of the organization. | 3.484 | Often |
| Sponsors seminars and trainings | 3.355 | Sometimes |
| Sends off participants to seminars and workshops sponsored by outside agencies and organizations | 3.194 | Sometimes |
| Supports and assists the members to obtain advance educational attainment. | 2.419 | Not Often |
| Organizational Development | | |
| The organization monitor and assess progress of implemented plan of actions for development | 3.517 | Often |
| The goals and objectives of the organization are updated, revised and made responsive to the need and demand of times. | 3.484 | Often |
| The cooperative has activities that surfaces problems in the organization. | 3.172 | Sometimes |
| Considers possible causes and effects of the problems in the organization | 3.172 | Sometimes |
| Implements interventions to make changes in the organization | 3.161 | Sometimes |
| Counseling | | |
| The organization... Offers personal counseling that deals with the moral, religious and social problems affecting the members. | 2.747 | Sometimes |
| Assists members in resolving member's disputes. | 2.733 | Sometimes |
| Sponsors workshops on stress management, conflict resolution, and mental health topics. | 2.690 | Sometimes |
| Provides counseling on job related problem. | 2.613 | Sometimes |

| | |
|----------------|---|
| Legend: | Descriptive: |
| 4.21-5.00 | More Often- activity is constantly provided |
| 3.41-4.20 | Often- Activity is frequently provided |
| 2.61-3.40 | Sometimes- Activity is provided from time to time |
| 1.81-2.60 | Not Often- Activity is rarely provided |
| 1.00-1.80 | Never- Activity is not provided |

Organizational Development

The table shows that the goals and objectives of the organization are often updated, revised and made responsive to the need and demand of time and the organization also



often monitors and assesses progress of implemented plan of actions for development. On the other hand, the cooperatives sometimes implements interventions to make changes in the organization, considering possible causes and effects of the problems in the organization and the cooperative also sometimes conducts activities that surfaces problems in the cooperative. This implies that the organization should locate the needs for change within the organization; as cited by Sison (1991) in order to allow the organization to adopt better to new challenges to increase organizational effectiveness.

Counseling

The table also shows that the cooperatives sometimes offer personal counseling that deals with moral, religious and social problems affecting the members, assisting them in resolving members' disputes, sponsor workshops on stress management, conflict resolution and mental health topics and provides counseling to the members on related programs.

Possible strategies by the Management

Staff and officers

Table 5 shows the possible strategies to improve the HRD program such as training and development, career development, organizational development and counseling perceived by the management staffs and officers. Martires (1988) stated that training, career and counseling has a very important role in the organization in spite of its cost, developed individuals are investments that can be maximally utilized. Additional capabilities prepare workers for greater responsibilities



Table 5. Human resource development program perceived by management staffs and officers

| PARTICULARS | FREQUENCY | |
|---|----------------------|------------------|
| | Weighted Mean | Description |
| Training and Development | | |
| The cooperative should... Established policies and guidance on the training and development program of the members. | 4.486 | Highly Favorable |
| Use formal trainings, meeting and special assignment to enhance productivity of the members. | 4.294 | Highly Favorable |
| A lot/ invest financially in members training and development program. | 4.257 | Highly Favorable |
| Career Development | | |
| The organization should... Make the workers accountable for learning new skills (all staff should have educational and development plan) | 4.000 | Favorable |
| Move talented and dedicated staff and officer to higher levels of responsibility and performance. | 4.176 | Favorable |
| Increase the employee's responsibility with appropriate training. | 4.194 | Favorable |
| Align the goals of the organization to the development of employees. | 3.875 | Favorable |
| Organizational Development | | |
| The cooperative should place the right people to manage organizational change and organizations development | 4.515 | Highly Favorable |
| Counseling | | |
| The organization should... Sponsors stress management program and activities. | 4.000 | Favorable |
| Institutionalize career guidance and counseling for the employees. | 4.200 | Favorable |
| Narrow the gap of communication between the manager and staff. | 3.765 | Favorable |
| Establish a venue where pent-up emotions and tensions can be released. | 3.697 | Favorable |
| Legend: | Description: | |
| 4.21-5.00 | Highly Favorable | |
| 3.41-4.20 | Favorable | |
| 2.61-3.40 | Moderately Favorable | |
| 1.81-2.60 | Slightly Favorable | |
| 1.00-1.80 | Not Favorable | |



Training and Development

The table shows that the management staffs and officers are highly favorable that the cooperative should established policies and guidance on the trainings and development program of the employees, use formal training, meetings and special assignment to enhance productivity of the employees and the cooperative should also a lot or invest financially in employees training and development programs. The respondents also mentioned that they need trainings on cooperative operation and management, bookkeeping and accounting, financial management, strategic business planning and other trainings.

Establishing the guidelines and policies regarding training and development is needed to define the training and development program. These guidelines answer pertinent questions such as: who is in charge of the training program; who selects training and workshops recipient; what are the criteria of selection; how are training needs assessed; and the like. Furthermore, formal trainings, mentoring services, and special assignments are helpful to enhance the productivity of the employee's. Investing financially to training and development is an essential step for the success of any training and development program for any organization to undertake. Moreover, management financial support is considered necessary from the training needs assessment, actual implementation, and training performance evaluation cited by Harvard Business Essentials, 2002.

Career Development

The table shows that the management staffs and officers are favorable that the organization should make the workers accountable for learning new skills (all staff should have educational and development plan); the organization should make talented and dedicated staff and officer's to higher levels of responsibility and performance; the cooperative should increase the employees responsibility with appropriate training and



aligning the goals of the organization to the development of employees. Dolipas (2008) stated that with the help of the organization, the employees must have a clear understanding as to the goals of the organization because any career planning done by the employee within the organization would be useless if it does not fit those of the organizations. Increasing the responsibility of the employee with appropriate training is job progression with skill improvement. It is a partnership between the employees and the organization because as the organization provides training opportunities the employee must also take it upon themselves to learn new materials. Moving talented and dedicated employees to higher responsibility and performance is another possible solution to problems on career development.

Organizational Development

The table also shows that management staffs and officers are highly favorable that the organization should place the right people to manage organizational change and organizational development.

Counseling

The table shows that the officers and staffs are favorable, that the organization should institutionalize career guidance and counseling for the employees; the organization should sponsors stress management program and activities; the organization should also narrow the gap of communication between the manager and staff and the organization should established a venue where pent-up emotions and tensions can be released.



Possible strategies by the members

Table 6 presents the possible strategies to improve human resource development program such as training and development, organizational development, career development and counseling as perceived by the members.

Training and Development

The table shows that the member respondents are highly favorable in establishing policies and guidance on the training and development program for the members; the cooperative should also a lot/ invest financially for members training and development program; and use of formal trainings, meetings and special assignments to enhance productivity of the members. The members also mentioned that they need trainings on leadership, entrepreneurial skills development, bookkeeping and accounting.

Table 6. Possible strategies to improve human resource development program perceived by members.

| PARTICULARS | FREQUENCY | |
|--|---------------|------------------|
| | Weighted Mean | Description |
| Training and Development | | |
| The cooperative should... Established policies and guidance on the training and development program of the members. | 4.581 | Highly Favorable |
| A lot/invest financially in members training and development program. | 4.581 | Highly Favorable |
| Use formal trainings, meeting and special assignment to enhance productivity of the members. | 4.581 | Highly Favorable |
| Career Development | | |
| Make the members accountable for learning new skills (all members should have educational and development plan). | 4.419 | Highly Favorable |
| Increase the member's responsibility with appropriate training. | 4.419 | Highly Favorable |



| | | |
|--|-------|------------------|
| Align the goals of the organization to the development of members. | 4.355 | Highly Favorable |
| Organizational Development | | |
| The cooperative Place the right people to manage organizational change and organizations development | 4.774 | Highly Favorable |
| Counseling | | |
| Institutionalize career guidance and counseling for the members. | 4.452 | Highly Favorable |
| Sponsors stress management program and activities. | 4.241 | Highly Favorable |
| Establish a venue where pent-up emotions and tensions can be released. | 4.115 | Favorable |
| Limit the gap of communication between the officers, staff and members. | 4.067 | Favorable |

| | |
|----------------|----------------------|
| Legend: | Description: |
| 4.21-5.00 | Highly Favorable |
| 3.41-4.20 | Favorable |
| 2.61-3.40 | Moderately Favorable |
| 1.81-2.60 | Slightly Favorable |
| 1.00-1.80 | Not Favorable |

Career Development

The members are highly favorable that the organization should make the members accountable for learning new skills that all members should have educational and development plan; the cooperative should increase the member's responsibility with appropriate trainings. The members are also favorable that the cooperative should align the goals of the organization to the development of members.

Organizational Development

Martires (2004) mentioned that a plethora of financial and material resources in an organization may go down the drain if handled by an incompetent and dishonest staff. Therefore, it can be seen from the table that the members are highly favorable that the



organization should place the right people to manage organizational change and organization development.

Counseling

The member respondents are highly favorable that the organization should institutionalize career guidance and counseling for the members; and the organization should sponsor stress management program and activities. The members also are favorable that the organization should establish a venue where pent-up emotions and tensions can be released; and limiting the gap of communication between the officers, staffs and members.



SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

This study looked into the existing human resource development program conducted by the different primary cooperatives in Atok, Benguet and the needs and strategies to improve the HRD programs.

The key respondents of the study are the officers, staffs and members of the different primary cooperatives. From the 17 operational primary cooperatives there were 66 respondents, consisting of thirty five (35) officers and staffs and thirty one (31) members. Purposive random sampling has been used in selecting the respondents. The data gathered were analyzed and interpreted using percentage and descriptive analysis.

The results showed that a greater proportion of the respondents are 41 to 50 years, female and married. All of the respondents were able to attend formal education thus they are literate enough to understand some operation of the cooperative.

The respondents perceived that the cooperatives sometimes conduct human resource development program and activities due to budget constraints and according to them they need more training and seminars and other development interventions.

Furthermore, the respondents are highly favorable that the human resource development program and related activities should be institutionalized by the cooperatives in Atok, Benguet.

Conclusion

Based on the foregoing findings, the following conclusions were drawn;

1. The human resource development programs and related activities provided by the different primary cooperatives in Atok, Benguet to the officers, staffs and members



along training and development, career development, organizational development and counseling are sometimes provided.

2. Counseling and related activities were sometimes performed among cooperatives in Atok, Benguet. It is also becoming the disregarded program among the different HRD program.

3. Some of the needs according to the respondents were more training, seminars and other activities on HRD program.

Recommendation

Based on the findings, it is therefore recommended that

1. The different primary cooperatives should review existing guidelines and policies regarding training and development, career development, and counseling for maximum implementation to enhance quality of performance and career mobility of the employees and members.

2. The education of the officers, staffs and members should be continuous. The members are the next officers of the cooperative thus they should be continuously educated.

3. The organization should provide counseling services that would address problems on stress and other problems affecting the management staff. The cooperatives should also institutionalize career guidance and counseling for all the management staffs and members to be able to handle problems affecting their lives.



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